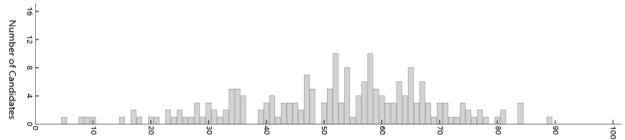


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Summary report of the 2016 ATAR course examination: Food Science and Technology

Year	Number who sat	Number of absentees
2016	196	6

Examination score distribution



Summary

This is the first year that candidates sat the Food Science and Technology ATAR course. The examination consisted of three sections. The candidates were required to complete all questions in Sections One and Two and choose two of the three questions in Section three. The mean of the paper was 51.52% and a standard deviation of 16.61%. The spread of marks ranged from 88.68% to 5.23%.

It would appear that candidates had time to complete the paper and felt confident in their ability to respond as there were very few instances of questions not being attempted, however the responses provided did not always attract marks.

Section means were:

Section One: Multiple-choice	Mean 10.39(/15)	Max 15.00	Min 2.00
Section Two: Short answer	Mean 25.71(/55)	Max 48.68	Min 2.23
Section Three: Extended answer	Mean 15.59(/30)	Max 27.00	Min 0.00

General comments

Disappointingly candidates did not use the terminology of the course in the explanations of statements they made. Typically they provided, as reasons for processes, statements such as 'it improves nutrition', 'it goes fluffy' and 'it makes it stick together'; rather than 'it reduces saturated fat content', 'it begins the process of fermentation' or 'it improves elasticity'. It appeared that candidates understood the course content as they could state or identify issues but were typically unable to clearly communicate explanations in their responses.

Many candidates made their responses clear by using dot points, new lines or highlighting to distinguish the parts of their responses. Many candidates also provided lengthy introductions to questions or rewrote the questions, neither of which attracted marks.

Advice for candidates

- You need to write legibly.
- You need to use the terminology of the course.
- Use the mark allocation to determine the length of your response. Explanations require more than a few words.
- Do not rewrite the questions as introductions to your answers.

Advice for teachers

- Use the terminology of the course when teaching.
- Provide students with frequent opportunities to practice written responses to examination questions and explain the marking keys.

Comments on specific sections and questions Section One: Multiple-choice

Attempted by 196 candidates

Mean 10.39(/15) Max 15.00 Min 2.00

This section was well answered generally with a mean of 69.25%. The most difficult questions being 13 and 15 and the easiest being questions 2 and 11. In question 13 candidates needed to read the question carefully. The question asked for a strategy that **reduced** the amount of waste. In question 15 many candidates found the idea of political factors that influence food consumption patterns in Australia difficult.

Section Two: Short answer

Attempted by 196 candidates

Mean 25.71(/55) Max 48.68 Min 2.23

The majority of candidates attempted all questions. Candidates were able to identify concepts but responses typically lacked detail particularly in the explanation of processes. Biotechnology, biofuels, the function of natural food components and processing techniques that alter the performance of food were done poorly. There appears to be an asumption that teenage boys consume beverages containing sugar as they need more energy or because they cannot drink alcohol and also that sugar consumption in the older age group declines because they drink alcohol rather than soft drinks.

Section Three: Extended answer

Attempted by 194 candidates

Mean 15.59(/30) Max 27.00 Min 0.00

The ability of candidates to write extended responses in Food Science and Technology examinations is improving; however lengthy introductions, question rewrites and explanations of terminology included in questions do not attract marks. Candidates must confine their responses to the questions asked.